

JOSEPH KEELS ELEMENTARY

7500 Springcrest Drive
Columbia, South Carolina 29223

GRADES PK-5 Elementary School

ENROLLMENT 684 Students

PRINCIPAL Audrey A. Ratchford 803-736-8754

SUPERINTENDENT Stephen W. Hefner, Ed.D. 803-738-3236

BOARD CHAIR William McCracken 803-469-8536

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	30	58	3	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 15 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

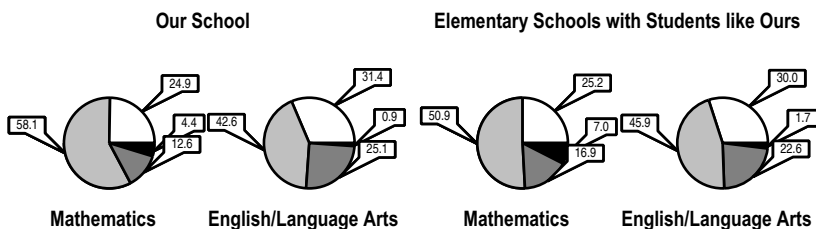
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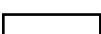
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Unsatisfactory	N/A
2002	Average	Unsatisfactory	N/A
2003	Average	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	54	141	70
Percent satisfied with learning environment	88.2%	79.1%	85.3%
Percent satisfied with social and physical environment	94.3%	79.4%	70.6%
Percent satisfied with home-school relations	81.5%	73.6%	89.7%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	390	98.5	31.4	42.6	25.1	0.9	26.0	17.6
Gender								
Male	190	98.4	42.3	38.0	19.6	N/A	19.6	17.6
Female	200	98.5	20.7	47.1	30.5	1.7	32.2	17.6
Racial/Ethnic Group								
White	23	100.0	23.8	38.1	38.1	N/A	38.1	17.6
African-American	356	98.3	32.5	44.2	22.7	0.6	23.4	17.6
Asian/Pacific Islander	4	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	3	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	341	98.5	26.1	45.1	27.8	1.0	28.8	17.6
Disabled	49	98.0	67.4	25.6	7.0	N/A	7.0	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	390	98.5	31.4	42.6	25.1	0.9	26.0	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	390	98.5	31.2	42.7	25.2	0.9	26.1	17.6
Socio-Economic Status								
Subsidized meals	270	98.1	36.8	42.0	20.8	0.4	21.2	17.6
Full-pay meals	119	99.2	19.6	43.9	34.6	1.9	36.4	17.6

Mathematics								
All students	390	99.5	24.9	58.1	12.6	4.4	17.0	15.5
Gender								
Male	190	98.9	28.7	58.5	7.3	5.5	12.8	15.5
Female	200	100.0	21.6	57.4	17.6	3.4	21.0	15.5
Racial/Ethnic Group								
White	23	100.0	9.1	68.2	18.2	4.5	22.7	15.5
African-American	356	99.4	26.5	58.1	12.6	2.9	15.5	15.5
Asian/Pacific Islander	4	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	3	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	341	99.7	20.5	60.1	14.4	5.0	19.5	15.5
Disabled	49	98.0	55.8	44.2	N/A	N/A	N/A	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	390	99.5	24.9	58.1	12.6	4.4	17.0	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	390	99.5	24.7	58.2	12.6	4.4	17.1	15.5
Socio-Economic Status								
Subsidized meals	270	99.6	28.8	58.8	10.3	2.1	12.4	15.5
Full-pay meals	119	99.2	16.7	56.5	17.6	9.3	26.9	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	114	N/A	19.8	49.5	28.8	1.8	30.6
	Grade 4	124	N/A	22.2	42.7	34.2	0.9	35.0
	Grade 5	107	N/A	31.1	55.3	13.6	N/A	13.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	130	99.2	16.1	47.3	35.7	0.9	36.6
	Grade 4	112	98.2	38.5	32.3	28.1	1.0	29.2
	Grade 5	148	98.0	39.2	46.2	13.8	0.8	14.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	114	N/A	33.3	45.9	17.1	3.6	20.7
	Grade 4	124	N/A	21.4	29.1	31.6	17.9	49.6
	Grade 5	107	N/A	38.8	44.7	12.6	3.9	16.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	130	99.2	23.0	61.9	10.6	4.4	15.0
	Grade 4	112	100.0	27.8	57.7	11.3	3.1	14.4
	Grade 5	148	99.3	24.4	55.0	15.3	5.3	20.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 684)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	1.1%	Down from 1.9%	2.6%	2.4%
Attendance rate	96.4%	Down from 96.8%	95.5%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	15.8%	Down from 18.5%	11.4%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	5.3%	Up from 4.4%	8.9%	8.0%
Older than usual for grade	0.3%	Down from 0.9%	1.4%	1.1%
Suspended or expelled	0.0%	Down from 0.1%	0.0%	0.0%

Teachers (n= 56)				
Teachers with advanced degrees	66.1%	Up from 61.8%	46.3%	50.0%
Continuing contract teachers	91.1%	Up from 90.9%	85.7%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	92.0%	Up from 82.4%	86.4%	86.2%
Teacher attendance rate	93.7%	Down from 94.2%	95.1%	95.3%
Average teacher salary	\$40,698	Up 4.3%	\$39,468	\$39,909
Prof. development days/teacher	10.0 days	Up from 5.0 days	12.2 days	11.4 days

School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio	16.5 to 1	Down from 17.6 to 1	18.4 to 1	18.9 to 1
Prime instructional time	88.7%	Down from 89.7%	89.5%	89.7%
Dollars spent per pupil*	\$6,563	Up 7.5%	\$6,034	\$5,892
Percent spent on teacher salaries*	72.9%	Up from 71.7%	66.0%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	98.9%	Down from 99.0%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Joseph Keels Elementary School proudly continues to promote a climate of life long learning and academic excellence. Keels has long been considered the most urban school in a suburban district. Currently 90% of our students are African American, 7% Caucasian, 1% Hispanic, 1% Indian, and 1% Asian; over 78% qualify for free or reduced meals.

This school year we had a significant percentage of parents involved in the school. Our PTA membership was high and our PTA Board was strong and involved in doing whatever they felt could be done within their power to enhance the programs here at Keels for our students. The School Improvement Council did a superb job of overseeing our School Renewal strategies to ensure that our boys and girls were getting what has been promised to them in line with our Keels mission statement and our 5-year renewal goals. The Education Foundation met monthly, raised money through the very successful Spaghetti Fest, pizza nights, and coke sale and funded as many mini-grants as came across the table to them that would afford teachers materials and equipment to better do their job of educating our Keels cubs.

Our Parent Educator and our Parent Alliance Sponsor worked diligently to involve more parents in our school and provide books, tapes, workshops, and information to help our young parents to better prepare their children for school success.

Our teachers and staff members worked during and after school hours to prepare the best program possible for students. Many grants were written and funded by our dedicated staff to enhance the academic and social programs at Keels. We have added another national board certified teacher to our ranks. The current District's Distinguished Reading Teacher of the Year teaches on our staff. Several of our teachers attended workshops, conferences, and classes to continue to keep abreast of changing trends in education and to grow professionally to help ensure that the programs we offer here at Keels are the best.

Audrey Ratchford

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.